



**Higher Education of Social Science**  
Vol. 9, No. 1, 2015, pp. 1-7  
DOI: 10.3968/7330

ISSN 1927-0232 [Print]  
ISSN 1927-0240 [Online]  
[www.cscanada.net](http://www.cscanada.net)  
[www.cscanada.org](http://www.cscanada.org)

## The Path Thinking About Strengthening the Identity Education of the “Chinese Dream” Among the Minority College Students in Southwest China

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**Supported by** the Fundamental Research Funds for the Central Universities (SWU1509333).

Received 30 March 2015; accepted 8 June 2015  
Published online 26 July 2015

### Abstract

This article thoroughly thinks the important meaning of the education and practice of the identity of the “Chinese Dream” among the minority college students in southwest China. Through conducting survey, the research group acquires some conclusion. The overall situation of the identity of the “Chinese Dream” among the minority college students in southwest China is fine. But there still are some notable questions in the process of identity, for instance, lacking comprehensive and systemic rational cognition, emotional identity is not stable enough, the presentation of ideals and beliefs is complicated and the cognition and practice disconnect each other. Analyzing the concluding the causes of these problems, and put forward the countermeasures on this basis. There are four major measures to improve the situation, namely innovating the means, channels and methods of the education propaganda of the “Chinese Dream”; Optimize the realistic environment of the state, colleges and universities and individuals; Emphasize the positive role of religious culture; Build relevant long-term mechanism. Along with this way, the identity of the “Chinese Dream” among the minority college students in southwest China will be strengthened.

**Key words:** Southwest China; Minority college students; The “Chinese Dream”; Identity

Wen, X., & Xia, C. (2015). The Path Thinking About Strengthening the Identity Education of the “Chinese Dream” Among the Minority College Students in Southwest China. *Higher Education of Social Science*, 9(1), 1-4. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/7329>  
DOI: <http://dx.doi.org/10.3968/7329>

### INTRODCUTION

“Chinese Dream” is the policy direction proposed by the new collective leadership, whose general secretary is Xi Jinping. “Chinese Dream” is the dream of country, the nation and the people. In order to realize it, the people of all nationalities should make joint efforts. In the meantime, most of the social members should form a wide recognition of the “Chinese Dream”. To hence the identity of the “Chinese Dream” of the minority college students in the southwest region of China, the research group did some preparation and research work. We conducted a sample survey in some universities in Sichuan Province, Chongqing City, Guizhou Province and Yunnan Province. Minority college students are concentrated on these districts. At last, we concluded the status quo that the degree the minority college students in the southwest region agree with the “Chinese Dream” as well as analyzed the causes. And then put forward some effective measures to improve the situation. We hope that we can offer some references to related departments in making policy decisions.

### 1. THE BASIC SITUATION OF THE SURVEY

#### 1.1 The Regions and Targets of the Survey

Between March and May 2015, the research group arranged 4 separated groups (15 graduates in total) to conduct the sample survey in Sichuan Province, Chongqing City, Guizhou Province and Yunnan Province. The research group selected six representative universities including Southwest University, Southwest University for Nationalities, Sichuan University for Nationalities, Guizhou Minzu University, Qiannan Medical College For Nationalities and Yunnan Minzu University. The main targets of this survey are the minority college students in the southwest regions. When picked up the main target groups, the research group followed the principles

of universality, typicality and representativeness. As a result, college students with different genders, different minorities, different school categories, different subject categories, different grades and different political status are involved in this survey, more than 1,500 individuals totally.

## 1.2 Survey Content

The main purpose of this survey is to identify that whether the minority college students in the southwestern regions of China cognize the “Chinese Dream”. According to the psychological quality and characteristics of these minority college students, analyzing their understanding, feelings, beliefs of the “Chinese Dream”, and their behavior recognition performance. On this basis, the research group is able to study their identity of the “Chinese Dream”, including the property and degree. Then the research group could achieve their identification of the “Chinese

Dream” overall. For those to identify obstacles, the research group tries to find out the causes and come up with the countermeasures, which aim at providing some references for the relevant departments to formulate the corresponding policy.

## 1.3 Survey Method

The survey mainly adopted sampling survey method, interview method and mathematical statistics. The research group issued a total of 1,200 questionnaires and 1,100 copies were taken back. Among them, 970 questionnaires were valid, so the effective rate was 88.18%. In addition, the research group also randomly interviewed nearly one hundred individuals. The group members interacted and communicated with the **respondents**, and held all kinds of small meetings more than 10 times. Thus, the research group got texts, images materials more than 20 copies.

**Table 1**  
**The Statistics List of Questionnaire Distribution and Collection**

NO.	Survey places	Questionnaire distributed(copy)	Questionnaire collected(copy)	Collected rate	Effective questionnaire (copy)	Effective rate
1	Southwest University	200	185	92.5%	171	92.43%
2	Southwest University for Nationalities	200	190	95%	168	88.42%
3	Sichuan University for Nationalities	200	180	90%	160	88.89%
4	Guizhou Minzu University	200	186	93%	160	86.02%
5	Qiannan Medical College for Nationalities	200	172	86%	149	86.63%
6	Yunnan Minzu University	200	187	93.5%	162	86.63%
	Total	1,200	1100	91.67%	970	88.18%

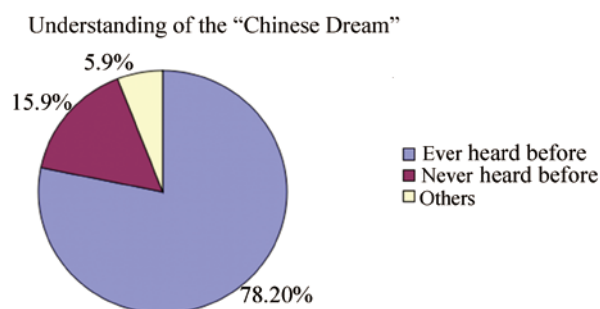
## 2. THE OVERALL SITUATION OF THE IDENTITY OF THE “CHINESE DREAM” AMONG THE MINORITY COLLEGE STUDENTS IN SOUTHWEST CHINA

The identity of the “Chinese Dream” by minority college students in southwest China refers to the cognition, emotion, belief and behavior which are based on politics, morality, learning and social psychology. The minority college students form inner feeling, psychological identity and consciously practice to the “Chinese Dream”, which reflect in four aspects, namely the rational acknowledgement, affective acknowledgement, ideal and belief and consciously practice (Wei, 2014). According to the psychological quality and characteristics of the minority college students in **southwest China, the research group analyzes their** rational acknowledgement, affective acknowledgement, ideal and belief and consciously practice, combined with grasping the **overall** situation that minority college students in southwest China identify with the “Chinese Dream”.

### 2.1 Most Minority College Students Have Gained Some Understanding About the “Chinese Dream”

Since November 29, 2012, Xi Jinping, the general secretary of the communist party of China, illustrated the concept of the “Chinese Dream” when he visited the exhibition, “The Road To Revival”. It has been three years since he mentioned it for the first time. For now, the “Chinese Dream” has become a world-famous vocabulary. For the minority college students in southwest China, how much they know about the “Chinese Dream” is a basic issue, which offers reference to judge the identity degree. The questionnaire raised some questions, such as “Have you ever heard about the Chinese Dream?”, “Where did you know the Chinese Dream?” The research group concludes that about 78.2% of respondents have heard about the “Chinese Dream”. However, 15.9% of the respondents know nothing about it (Figure 1). On the one hand, the results reflect that the vast of minority college students in southwest China own certain political accomplishment and they concern about the development of the party, state and nation. On the other hand, compared to those students who lack essential understanding of the “Chinese Dream”, most of the minority college students

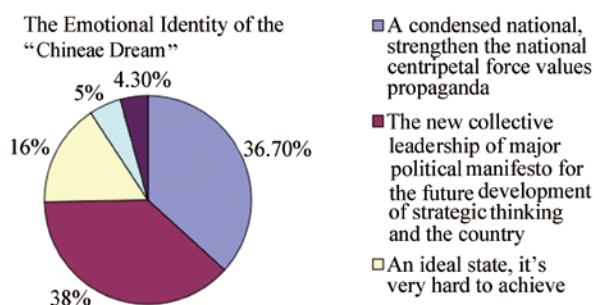
in southwest China know the basic connotation of the “Chinese Dream”.



**Figure 1**  
**Understanding of the “Chinese Dream”**

## 2.2 Most Minority College Students Hold Positive Attitude Towards the “Chinese Dream”

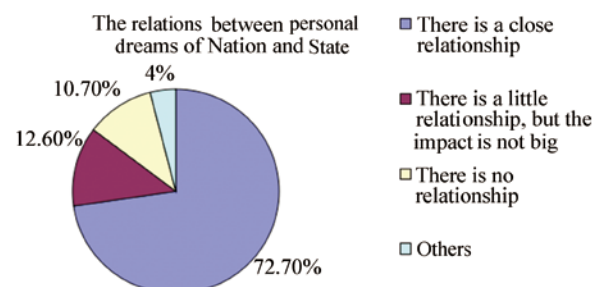
“Chinese Dream” is not a utopian dream. It is a realistic dream that millions of Chinese would spare every effort to realize it. They all concentrate on this common goal and hope to revive their country. By asking “which statement you agree more with the Chinese Dream?”, the research group summarizes that 38% of respondents think that the “Chinese Dream” is the **major strategic thinking and the political declaration (the future development of the country) of the new collective leadership**. 36.7% of the respondents regard the Chinese Dream as **values propaganda to cohere national and strengthen the national centripetal force**. Only 16% of the respondents deem that Chinese Dream “**it is an ideal state, it’s difficult to achieve**”. There are a few respondents consider that the Chinese Dream is a kind of fantasy derived from the purpose to cover social contradictions and it is impossible to achieve it (Figure 2). Thus, the survey indicates that most minority college students hold positive attitude towards the “Chinese Dream”. They believe that the “Chinese Dream” is the political declaration made by the new collective leadership, with the aim to realize the future development of the country. It is beneficial to cohere with the national power and strengthen the national centripetal force.



**Figure 2**  
**The Emotional Identity of the “Chinese Dream”**

Everyone has an own dream. Thousands of individual dreams bring together and become the dream of national rejuvenation and the dream of economic prosperity. So the

personal dream has a tight connection with the vicissitude and honor of the national and the state. With correct understanding of the relationship between the national dream, the state dream and the personal dream, people are more likely to realize their dreams. The questionnaire raises a question like this “Do you think that Chinese dream is concerned with you? Please select the most appropriate description that you think”. By analyzing, the research group finds that 72% of the respondents choose “**close concern, the personal dream is closely linked to the national dream and the state dream**”. 12.6% of the respondents choose “**a bit concerned, but the impact is not much obvious**”. Only 10.7% of the respondents choose “**actually no relation**”. And a few respondents choose “others” (Figure 3). These results mean that the majority of college students can correctly recognize the relationship between the Chinese Dream and their personal dreams. They come to realize that personal dreams are an important part of the Chinese Dream. Inevitably, some college students fail to correctly understand the relationship between the Chinese Dream and their personal dreams. They tend to split the two kinds of dreams up wrongly.

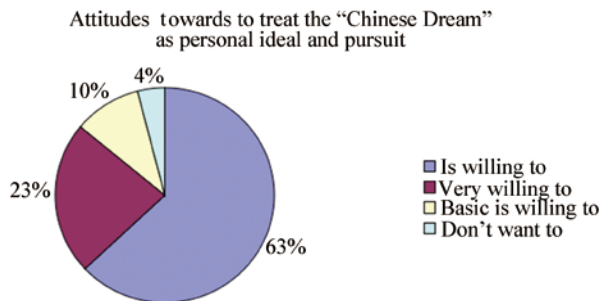


**Figure 3**  
**The Relations Between Personal Dreams and Dreams of Nation and State**

## 2.3 Most Minority College Students Are Willing to Deem the “Chinese Dream” as Their Ideal and Belief

The questionnaire comes up with another question, “Would you mind regarding the Chinese Dream as your own ideal and pursuit?” As a result, 63% of the respondents choose “**probably willing**”. 23% of the respondents choose “**definitely willing**”. 10% of the respondents choose “**basically willing**”. A few respondents hold different attitude towards this question. They choose “**unwilling**” (Figure 4). It means that most people are willing to treat the Chinese Dream as their own ideal and pursuit. They are inclined to comply with the development of the country and make progress together. The minority college students in southwest China are equipped with a high sense of national honor, national identity and social responsibility. They treat promoting economic prosperity, national rejuvenation and people’s well-being as their own responsibilities. They not only link their dreams to economic prosperity, national rejuvenation and people’s well-being, but also take the

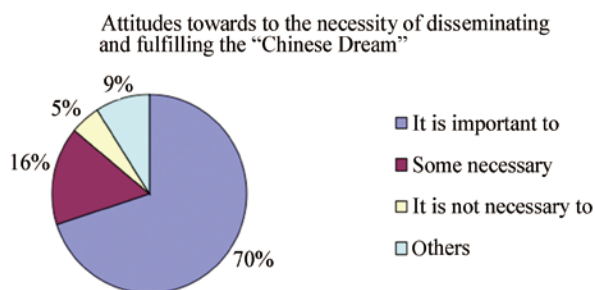
national interests into account, which reflects the minority college students in southwest China select the correct orientation to their ideals and beliefs.



**Figure 4**  
Attitudes Towards to Treat the “Chinese Dream” as Personal Ideal and Pursuit

## 2.4 Most Minority College Students Think It Is Necessary to Fulfill the Chinese Dream

The attitude of minority college students is of great importance. Their value recognition and consciously practice of the “Chinese Dream” directly influence their self-development. To some extent, it also determines the future of the country and the nation. The questionnaire raises the question, “Do you think it is necessary to disseminate and fulfill the Chinese Dream?” The results reveal that 70% of the respondents choose “**very necessary**”, 16% of the respondents choose “**somewhat necessary**” and 5% of the respondents choose “**totally not necessary**”. A few respondents choose “**others**” (Figure 5). Thus we can tell that the majority of people are in favor of the current vigorously promoting and actively practice of the “Chinese Dream”.



**Figure 5**  
Attitudes Towards to the Necessity of Disseminating and Fulfilling the “Chinese Dream”

## 3. THE ISSUES WORTHY OF ATTENTION IN THE IDENTIFICATION OF THE “CHINESE DREAM”

### 3.1 Lacking Comprehensive and Systemic Rational Cognition

The survey found that although most students have obtained some understanding of the “Chinese Dream”, they are lack of comprehensive and systemic rational

cognition. They don’t fully grasp the connotation of the “Chinese Dream” and they may make some misunderstandings about it. For instance, when it comes to the connotation of the “Chinese Dream”, only 68.2% of the respondents are able to answer it correctly. With regard to the understanding of the “Chinese Dream”, only 43% of the respondents show neutrality and rationality when answer this question. As for the target of the “Chinese Dream”, only 25% of the respondents can answer it comprehensively. These data indicate that the students’ awareness of the “Chinese Dream” still stay on the surface. The minority college students in southwest China are lack of comprehensive and systemic cognition about it, mainly in the lack of related knowledge. They are not quite clear about the background, objectives, essence and significant value of the “Chinese Dream”. The theory education of the “Chinese Dream” is supposed to be vivid. However, the traditional minority courses are too conservative and unattractive in the form and content. As a result, the minority college students don’t adapt to the theory education for a short-term. Especially for those science and engineering students who don’t have the professional arts background, they know little about the “Chinese Dream”. Overall, the minority college students in southwest China grasp some abstract theoretical knowledge about the “Chinese Dream”. “To know how, but do not know why”, “implore no explanation in detail” are the best description for this.

### 3.2 Emotional Identity Is Not Stable Enough

Emotional identity refers to the satisfied, fond and positive attitude towards to the objective things. Since these objective things meet personal needs, people would generate emotional identity to them (Han, 2013). The investigation shows that the “Chinese Dream” is quite different from the “American Dream”. “Chinese Dream” is characterized with much concern about the nation and families. The “American Dream” advocates individual struggle. Inevitably, some students become unstable when it comes to the value connotation of the “Chinese Dream”. They see the “Chinese Dream” as fantasy and a slogan with the aim of covering the contradiction. Once the social reality and individual interests are in conflict, they will doubt the “Chinese Dream”. Once the society is full of negative information, they will change their psychological preference of the “Chinese Dream”. In addition, the “Chinese Dream” and personal dreams are as close as lips and teeth. Some students are easily affected by the surroundings and split the two kinds of dreams up wrongly.

### 3.3 The Presentation of Ideals and Beliefs Is Complicated

The ideals and beliefs of the “Chinese Dream” refer to regard the socialist core values system as the framework of thinking, and the shared ideal of the “Chinese Dream” as the core faith. Guide the students to consciously

combine the “Chinese Dream” and personal dreams. Guide the students to temper their will and form the conscious identity of the “Chinese Dream” (Wei, 2014). In terms of the survey results, only 23% of the respondents are willing to regard the “Chinese Dream” as their ideals and beliefs. Influenced by the thoughts of western culture, self-centered trend, pursuit of individual independence and emphasizes pragmatism gradually become the new value orientation of the minority college students. It leads to the students feel confused when it comes to the “Chinese Dream”. Sometimes, they firmly believe in the “Chinese Dream”. Sometimes, in other situations, they feel doubtful about it. Thus, the group psychology forms among students. They blindly follow the trend and chase something new, which interfere and influence their firmness of the ideal and belief. In summary, they are very emotional when expressing their attitude to the “Chinese Dream”. And they vacillate in front of the choice of faith.

### **3.4 The Cognition and Practice Disconnect Each Other**

The disconnection between cognition and practice means that the rational cognition of the minority college students in southwest China is not in accordance with their behaviors. Although majority of respondents believe it is very necessary to vigorously promote and practice the “Chinese Dream”, only few college students treat the “Chinese Dream” as their value standards in fact. When it comes to the question “choice of future employment”, 76% of the respondents would consider personal factors first. In answer to the question of “choice of employment areas”, only 8% of the respondents would like to stay in the western underdeveloped region. And only 25% of the respondents are willing to work in villages and towns, the grass-roots level. Minority college students in southwest China pay attention to the value of life. They have positive attitude towards exploitation and study achievements and so on. Nevertheless, quite a few college students are lack of the hardworking and enterprising spirit, as well as the hardship mental preparation. They are influenced by the pragmatism and they are anxious to achieve quick success and get instant benefits. They are eager to achieve their lofty ambition, but they wouldn’t like to work hard, thus forming the disconnection between cognition and practice

## **4. THE CAUSES OF THE IDENTITY OBSTACLE OF THE “CHINESE DREAM” AMONG THE MINORITY COLLEGE STUDENTS IN SOUTHWEST CHINA**

### **4.1 Traditional Propaganda Education Limits the Depth of Cognition**

At present, colleges and universities in China have some deficiencies in carrying out the education and practice

activities of the “Chinese Dream”, which influence the timeliness and effectiveness of the minority college students’ recognition of the “Chinese Dream”. Through research we find that colleges and universities usually integrate the education of the “Chinese Dream” into Marxism Theory and Ideological Cultivation (Two Courses). When it comes to the specific education design and operation, firstly, the content design is lack of individuality. Minority students and non-minority students are using the same course content. The courses that are in line with the national psychology and character are not set up. It means that schools turn a blind eye to the self-development of minority students and don’t consider the various traits of the objectives when promote the “Chinese Dream”. Secondly, the internal relations between the education of the “Chinese Dream” and the minority college students in southwest China are ignored. The necessity and importance of education of the “Chinese Dream” are paid much attention. But they don’t link the education of the “Chinese Dream” with the personal growth of the minority college students closely, ignoring the actual interests of individual students. As a result, the influence and appeal of the education of the “Chinese Dream” is seriously weakened.

### **4.2 The Stimulation of the External Environment Affects the Emotion Stability**

Nowadays, the popular ethos is under the guise of “human rights”, “democracy” and “freedom” peaceful evolves the college and students in China. They mainly publicize personal interests. For those minority students in southwest China, they lack experience of social practice and tend to be mystified by western diversified ideological trend, such as new liberalism, nationalism, democratic socialism and so on, which recede their emotional identity of the “Chinese Dream” to a certain extent. Especially some criminals incite the rights and wrongs. They treat the socialist ideals and beliefs as something illusory. And they take use of some uncontrollable adverse conditions to preach the minority college students in southwest China to be blindly in the pursuit of practical and utilitarian. Paying too much attention on personal and immediate interests will fluctuate their affective commitment to the “Chinese Dream”.

### **4.3 Religious Constraint Influence the Firm Belief**

Due to the special historical and practical reasons, southwestern ethnic areas in China exist various and complicated religions. According to incomplete statistics, there are 35 minorities inhabit in the southwest region. Most minorities have their own religion. Thus, religion has become an indispensable part of their national culture. Religious culture has integrated into their value of life, ethics, psychological quality, taboos and daily life. A value system with abundant content has formed. According to the survey, the research group finds that the proportion



of religious belief among minority college students is relatively high. They have a very deep feeling for their religious belief. It is difficult to transform the situation in a short time and it won't weaken and disappear along with the social change. This will affect the choice of the minority college students, whether regard the “Chinese Dream” as their ideal and faith or not. And it will influence the minority college students' certainty and firmness of the “Chinese Dream”.

#### **4.4 The Gap Between Ideal and Reality Hinders the Practice of Behavior**

Currently, the education recognition system of the “Chinese Dream” has been initially established in colleges and universities. But the systematic, conventional and scientific long-term mechanism, work for the education of the “Chinese Dream”, is still absent. And corresponding support mechanisms and system security are also greatly needed. Especially for the process mechanism remains to be improved, as well as the measurable indicators. In addition, China is in a critical period of social reform and transformation. Changes in the social environment directly affect the vital interests of minority college students in southwest China. There is a big gap between their expectations for the society and the reality. Coupled with some issues outbreak on the Internet, such as corruption in public colleges and universities, unfair education and difficult business and employment and so on, their practice of the “Chinese Dream” will be affected to some extent.

## **5. COUNTERMEASURES TO ENHANCE THE IDENTITY OF THE “CHINESE DREAM” AMONG THE MINORITY COLLEGE STUDENTS IN SOUTHWEST CHINA**

### **5.1 Innovate the Means, Channels and Methods of the Education Propaganda of the “Chinese Dream”**

Since the network, microblogging, wechats and other new media play a leading role in the process of promoting the “Chinese Dream” among student groups, the new media should be paid much attention, mainly the propaganda form. Meanwhile, strengthen the propaganda of multi-lingual and multi-text integration, especially the use of minority languages in southwest China. On the one hand, it can stimulate minority students form consensus to their nations. On the other hand, it also can inspire minority college students to deepen their emotional identification of the “Chinese Dream”. In addition, change the traditional single teaching methods. In terms of the characteristics of the minority college students in southwest China, setting courses that are in line with their psychological

characteristics and national quality. The means of theory propaganda and education also should be more diversified, visualization and popularization. Teach the students in accordance with their aptitude. To adapt the teaching methods to local conditions, and make the courses perfectly logical and reasonable and have a variety of forms, such as themes speak, studying columns, learning contests and seminars and so on. Last but not least, promote the traditional manners, festivals and culture of the Chinese nation with plans. Organize the campus culture activities to celebrate the ethnic festivals. Integrate the “Chinese Dream” into the daily life of students and constantly enhance their sense of identity and belonging to the “Chinese Dream”.

### **5.2 Optimize the Realistic Environment of the State, Colleges and Universities and Individuals**

Along with the new challenges generated from globalization,

The key point is to link the “Chinese Dream” with the desire of the people in neighboring countries living a good life, as well as regional development prospects. Make the sense of community of common destiny rooted in the surrounding countries. (Xi, 2013)

Therefore, it is necessary to help the minority college students in southwest China to have a correct understanding of ethnic relations and the development trend of our country, and overcome the prejudice about ethnic problems. Expand the influence of the “Chinese Dream” in the international society and eliminate the misunderstanding of the “Chinese Dream” around the world. And enhance the “Chinese Dream” worldwide appeal. Thus, create a sound international environment for the minority college students in southwest China and increase their identity of the “Chinese Dream”. Moreover, colleges and universities should attach great importance to the problems that the minority college students may encounter, including studying, business and employment, job-hopping and workload and so on. Colleges and universities should help to deal with the practical difficulties that the students face. And guide, encourage and support the minority college students in southwest China to go to the basic unit to work. Know more about the society and experience and perceive dreams. Make the students consciously integrate their personal dreams to the dreams of the nation and state. By resolving their personal problems and satisfying their own interests, the students are actually practicing the “Chinese Dream” in the study, work and life.

### **5.3 Emphasize the Positive Role of Religious Culture**

Southwest regions are characterized with obvious regional traits and religious culture. Emphasizing the positive role of religious culture proper is conducive to gather forces. Thus, we need to find the consistent value target on the basis of individual value cognition. Gather the

identification of the “Chinese Dream” among minority college students by means of the influence of religious. At the same time, all aspects of folk life in southwest China are profoundly affecting the behavior and cognition of minority members in southwest China. Although there are some differences ostensibly, they still have some common in value pursuit, such as the doctrine and customs of Dai nationality, rules of Meng and gauge of Miao nationality and so on. These all show their expectation for a harmonious society and a better life. They look forward to the richer and stronger country. So we need to break the inherent cultural barriers and mental limitations among different nations. Excavate the diversified folk culture and traditional customs which make contribution to enhance the identity of the “Chinese Dream”. And make the righteous and positive culture take place in the unenlightened feudal culture and custom.

#### 5.4 Build Long-Term Mechanism

The identity education of the “Chinese Dream” is impossible to accomplish through many lectures and discussion. In order to perceive and identify the “Chinese Dream”, it should be included in normalized learning activities. So it is imperative to combine the connotations and ideas of the “Chinese Dream” with design of the national system, rule making and social management. Find the best integrated point and take full use of relevant systems and mechanisms to strengthen the identity of the “Chinese Dream”. From the security content, the multi-level institution guarantee system of government documents, departmental regulations, local laws and regulations should be promoted. The equality of citizenship should be considered. And the particularity of minority members in southwestern regions should be taken into account. Their expectation and demand should be paid more attention. The status, significance and the guarantee measures of the theme education of the “Chinese Dream” should be clarified. From the security procedure, a series of process mechanism, including the design mechanism, implementation mechanism, assessment mechanism, monitoring mechanism and feedback mechanism of the identity education of the “Chinese Dream” should be set up. At the same time, specific and operational security measures should be built up, which will make the identity education of the “Chinese Dream” possible to establish, implement and review.

## CONCLUSION

The overall situation of the identity of the “Chinese Dream” among the minority college students in southwest China is fine. But there still are some notable questions in the process of identity, for instance, lacking comprehensive and systemic rational cognition, emotional identity is not stable enough, the presentation of ideals and beliefs is complicated and the cognition and practice disconnect each other. Analyzing the concluding the causes of these problems, and put forward the countermeasures on this basis. There are four major measures to improve the situation, namely innovating the means, channels and methods of the education propaganda of the “Chinese Dream”; Optimize the realistic environment of the state, colleges and universities and individuals; Emphasize the positive role of religious culture; Build relevant long-term mechanism. Along with this way, the identity of the “Chinese Dream” among the minority college students in southwest China will be strengthened.

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